



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4739 Ragus Road, Miami, AZ 85539

Miami Unified District

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Met
2004-05	Met
2003-04	Not Met

School Improvement Status ^(b)

2005-06	N/A
2004-05	Corrective Action
2003-04	Corrective Action

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. Sherrill Stephens
 Schedule : 07:00 AM to 04:00 PM
 Grades : 9-12
 Web Address :
 Phone Number : (928) 425-3271
 Fax Number : (928) 425-7027
 E-mail : sstephens1@gaggle.net

Mission

M.H.S. students will be positive contributors to the world community through successful educational experiences. Beliefs: All students have value and have the right to the best education we can provide. Education of children is our top priority.

School / Academic Goals

- ü All students will demonstrate proficiency in writing skills as stated in the characteristic behaviors of a successful student in order to be effective in a global society.
- ü All students will show an increase in mathematical computational skills, concept recognition and problem-solving ability.

Enrollment

October 1, 2005 School Year Student Enrollment : 352
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 120

Instructional Programs

- Ü Integrated Curriculum
- Ü Dual Credit Courses
- Ü Honors Classes
- Ü On-Site Special Education
- Ü Recovery Class
- Ü CVIT Programs

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Miami High School is responsible for communications with parents via newsletters, phone calls, letters, student handbooks, discipline referral notices, parent/teacher conferences, news releases, Special service staffing. Textbooks are provided.

Parents

Parents are responsible for student attendance. Students must arrive at school on time and parents must report to the office when student is absent. Encourage students to complete assignments and make up work in case of absences.

Transportation Policy

Any student living one mile or more from Miami High School can receive transportation services. Our transportation effort encompasses a 360-square mile area.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Who's Who in American Education (3)	2005
Ü Wendy's Heisman State Finalist	2002
Ü National Coach of the Year - Volleyball	2003
Ü Hispanic Student Award	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	85	71130	94	94	95	684	684	701	32	32	23	18	18	13	47	47	51	4	4	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	42	35465	98	98	96	692	692	702	21	21	21	17	17	13	55	55	53	7	7	13
Male	43	43	35648	91	91	94	676	676	701	42	42	24	19	19	12	40	40	50	NA	NA	14
African American	--	--	3868	--	--	95	--	--	686	--	--	33	--	--	17	--	--	45	--	--	6
Hispanic	36	36	25103	92	92	95	678	678	685	36	36	34	14	14	16	50	50	45	NA	NA	5
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	731	--	--	9	--	--	7	--	--	50	--	--	34
American Indian/Alaskan Native	11	11	4241	85	85	90	667	667	679	55	55	39	18	18	19	27	27	39	NA	NA	3
White	37	37	36075	97	97	95	693	693	715	22	22	12	22	22	9	49	49	58	8	8	21
Students with Disabilities	10	10	5862	83	83	71	NA	NA	658	NA	NA	63	NA	NA	15	NA	NA	20	NA	NA	2
Students without Disabilities	75	75	65268	96	96	98	687	687	705	28	28	19	17	17	12	51	51	54	4	4	15
Limited English Proficient Students	NC	NC	4859	NC	NC	93	NC	NC	662	NC	NC	64	NC	NC	15	NC	NC	20	NC	NC	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	46	46	22957	88	88	93	676	676	685	41	41	34	15	15	17	41	41	44	2	2	5
Non-Economically Disadvantaged	39	39	48173	100	100	96	692	692	709	21	21	17	21	21	11	54	54	55	5	5	18

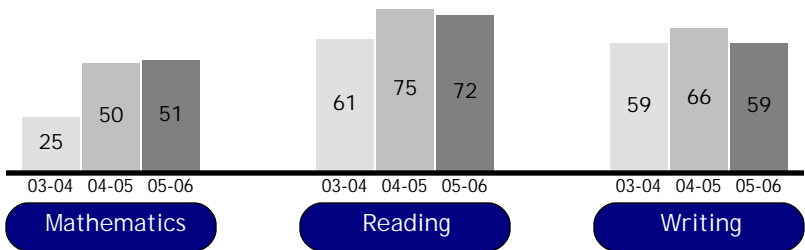
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	90	73018	98	98	97	697	697	703	1	1	6	27	27	23	70	70	64	2	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	43	36181	98	98	97	707	707	708	NA	NA	4	19	19	21	77	77	65	5	5	9
Male	47	47	36816	98	98	96	688	688	699	2	2	7	34	34	24	64	64	62	NA	NA	7
African American	--	--	3976	--	--	96	--	--	689	--	--	8	--	--	29	--	--	59	--	--	3
Hispanic	40	40	25801	98	98	96	690	690	683	3	3	10	33	33	34	65	65	53	NA	NA	3
Asian/Pacific Islander	--	--	1812	--	--	98	--	--	722	--	--	3	--	--	15	--	--	66	--	--	16
American Indian/Alaskan Native	13	13	4389	100	100	93	687	687	675	NA	NA	9	38	38	42	62	62	47	NA	NA	1
White	37	37	37024	97	97	97	709	709	721	NA	NA	2	16	16	12	78	78	73	5	5	13
Students with Disabilities	10	10	7170	83	83	85	NA	NA	654	NA	NA	23	NA	NA	47	NA	NA	29	NA	NA	1
Students without Disabilities	80	80	65848	100	100	98	699	699	708	1	1	4	25	25	20	71	71	67	3	3	9
Limited English Proficient Students	NC	NC	5099	NC	NC	95	NC	NC	641	NC	NC	29	NC	NC	59	NC	NC	12	NC	NC	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	51	51	23912	96	96	94	691	691	681	2	2	10	33	33	36	65	65	52	NA	NA	2
Non-Economically Disadvantaged	39	39	49106	100	100	98	705	705	714	NA	NA	4	18	18	16	77	77	69	5	5	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	90	72810	98	98	96	678	678	685	10	10	6	31	31	30	56	56	58	3	3	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	43	36111	98	98	97	694	694	695	5	5	4	16	16	23	74	74	65	5	5	8
Male	47	47	36678	98	98	95	664	664	674	15	15	9	45	45	36	38	38	52	2	2	3
African American	--	--	3962	--	--	96	--	--	675	--	--	8	--	--	33	--	--	55	--	--	3
Hispanic	40	40	25735	98	98	96	671	671	669	8	8	10	40	40	41	53	53	48	NA	NA	2
Asian/Pacific Islander	--	--	1809	--	--	97	--	--	704	--	--	4	--	--	19	--	--	65	--	--	13
American Indian/Alaskan Native	13	13	4370	100	100	92	664	664	670	15	15	9	38	38	39	46	46	50	NA	NA	2
White	37	37	36915	97	97	97	692	692	697	11	11	3	19	19	21	62	62	67	8	8	8
Students with Disabilities	10	10	7071	83	83	84	NA	NA	634	NA	NA	24	NA	NA	53	NA	NA	21	NA	NA	1
Students without Disabilities	80	80	65739	100	100	98	685	685	689	5	5	4	31	31	27	60	60	62	4	4	6
Limited English Proficient Students	NC	NC	5046	NC	NC	94	NC	NC	621	NC	NC	31	NC	NC	56	NC	NC	12	NC	NC	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	50	50	23814	94	94	94	670	670	667	16	16	10	34	34	41	48	48	47	2	2	2
Non-Economically Disadvantaged	40	40	48996	100	100	97	688	688	693	3	3	4	28	28	24	65	65	64	5	5	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	93	34	NA	42	94	45	45	51	98	43	43	52
	Language	93	36	36	42	94	44	44	50	98	41	41	50
	Mathematics	93	47	47	63	93	43	43	50	98	43	43	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 3 Student(s)

Council Duties

- ü To Advise on Curriculum Issues
- ü Textbook Selection
- ü Instructional Strategies
- ü Curriculum Development
- ü Extracurricular Activities
- ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	24.00
Other Professional Staff	3.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	4	2	0	0
7 to 9 years	5	0	0	0
10 or more years	13	3	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	70
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- ü Three Computer Labs
- ü Career Center
- ü Media Center
- ü Library

Extracurricular Activities

- ü Academic Team/Chess Club
- ü Spanish Club/Drama Club
- ü Student Council
- ü SOS/VICA/DARE
- ü Anti-Tobacco
- ü National Honor Society
- ü Newspaper

Social Services

- ü Afterschool Program
- ü Counseling Services
- ü Crisis Intervention
- ü Health Services
- ü Peer Mediation

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Excellent rating for band and chorus at state level. Commercial Art Department has won six Gold State Medals.

ü Mock Trial Team won high award for small schools.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	89	89	88	73
Graduation Rate ⁶	80	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Currently Senior High has Alternative School, ISS (In School Suspension) Program, Peer-Mediation Program, SRO (School Resource Officer), and law-related education classes.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Sherrill Stephens	(928) 425-3271
Transportation Policy	Don Nelson	(928) 425-3271
Community Resources	Sherrill Stephens	(928) 425-3271
School Nutrition Programs	Deborah Steele	(928) 425-3271
Parent Organization	Site Base Council	(928) 425-3271
Student Health/Nurse	JoAnn Pelzer	(928) 425-3271

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 350 Copies = \$102.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.